Second Grade Literacy Skills/Parents

This guide is intended to help you, the parent, understand what your child will be learning and gives suggestions on how to support this learning at home. The first column lists general standards in the Utah State Core Curriculum for Language. The second column, "Your Child is Learning..." lists specific literacy skills in that standard. The third column, "You Can Help at Home ..." has activities you might do as an important part of their literacy achievement.

	Your Child is Learning How to	You Can Help at Home	
Language Skills	Know why we need to listen with understanding and follow simple directions.	Teach your child to listen by being a good listener yourself. Give one and two step directions like "Hang up your coat, then" Praise when he/she does what you asked.	
	Speak In complete sentences with expression and have good conversations at home.	Model this in talking with your child, and ask questions that cannot be answered with a yes or no, like "What did you learn about numbers today?" or "Tell me about the pictures in that book you are reading." Then be sure to listen to him/her.	
	View a variety of media and know the difference between information /entertainment	Point out the difference between news, weather reports, and stories; talk about events, characters on TV, laugh at jokes!	
	Participate in show-and-tell, programs at school, and give brief oral reports on what he/she learned in science, social studies, and health.	Encourage your child to share some interesting event or object at school and help him/her speak clearly by practicing at home. Telling about a book, a family trip, or showing something he/she collects are good activities.	
	Your Child is Learning How to	You Can Help at Home	
Phonics and Spelling	Match alphabet letters to the sound they make, including consonants, blends, and both short and long vowel sounds.	Show short vowel words with blends like fast, this, junk, from, nest, and have your child read them. Add name, skate, treat, hole, tune for long vowels. Point out the different sounds. Have him/her find other words when reading.	
	Sound out and read words with vowel plus <i>r</i> , <i>w</i> , and <i>y</i> , and other vowel teams like <i>ee</i> , <i>oo</i> , <i>ai</i> , <i>ou</i> .	Show words like start, down/grow, toy, first, clean, coat, main, room, out, week, pay, outside. (See 100 commonly-used word list).	
	Use root words with prefixes or suffixes to read new words that have more than one syllable. Also learn to read contractions where two words are combined.	Show how help changes meaning when we read unhelpful; outside/inside are opposites, sidewalk tells where the walk is. Show your child how I am is shortened to I'm, he is may be read he's, and will not becomes won't.	

	Know that some words cannot	Pomind your child that most words can be		
	be sounded out and have to be	Remind your child that most words can be sounded out but we have to simply remember		
	learned by memorizing how to	how to pronounce such common words as		
	pronounce them rather than use	eight, many, word, once, there. Writing and		
	phonics.	then reading the words helps your child		
	priorities	remember how to pronounce and spell them.		
	Remember words and read	Have easy books so that your child reads		
	them fluently in oral reading.	words once they are sounded out fluently		
	and markets of the state of the	when reading stories. Remember if he/she		
		misses about <i>five</i> words on a page, the book		
		may be too hard for him/her.		
	Your Child is Learning How to	You Can Help at Home		
Vocabulary	Use new vocabulary words	Read aloud good stories so your child hears		
- ocabalal y	learned by listening, talking, and	big words like <i>neighborhood, imagine,</i>		
	reading favorite stories.	moment, worried, and learns what they mean.		
	reading favorite stories.	Then he/she will already know the meaning of		
		many words he/she will be reading later.		
		,		
	Read and know what most	Ask for a list of words that make up half of the		
	grade-level words mean in	words any reader will see in print, and put		
	stories and information books.	them into easy sentences so your child sees		
	Relate new words and concepts	what words like <i>number</i> , <i>under</i> , <i>their</i> mean.		
	to his/her experiences or prior	Many signs use easy words, too. Talk about		
	knowledge to increase	the message in Exit/Entrance, No Parking.		
	vocabulary.	Ask the teacher for a short list of words that		
		may be taught in social studies, science, and		
		other subjects so you can help your child say		
		them and remember what the words means.		
	Add to understanding of new	Begin by adding <i>es or er</i> to form words like		
	words by using the base or root	boxes, teacher; change the meaning of funny		
	word, then adding plurals,	to funniest, or thank to thankful. Talk about		
	prefixes, suffixes, and other	how this changes the meaning of the base or		
	word parts, to change meaning.	root word but is still related to the idea.		
	Use context to determine the	Use what your child already knows when		
	meaning of new words in print,	words have more than one meaning —such		
	including words pronounced the	as fire, spring, store, drop, fair, well, block.		
	same but have different	Reading the sentence again helps us know		
	meanings, and word opposites.	which meaning. The different meanings are		
		learned with a lot of easy reading and talking		
		about how our language works.		
		(List of multiple-meaning words is available.)		

	Use other resources to learn word meanings, such as easy	Show him/her how to use an easy dictionary by looking up words together and letting
	dictionaries or glossaries.	him/her see this is a good learning tool.
	Your Child is Learning How to	You Can Help at Home
Comprehension	Understand the purpose of reading different printed text and what the author wants you to learn from it.	Share the reading you do at work, and read to learn the news and weather reports, fill out a form, see what is on TV, or follow a recipe. Talk about important information we get from reading signs, news, directions, stories, and letters.
	Use what he/she already knows to make connections to new information and understand better.	Help your child to see he/she knows a lot about many things. Begin by saying, "What do you already know about" He/she may know more than you think. This helps him/her connect new information to what they know to another book, computer program, or event. This background may make him/her interested in learning more.
	Ask questions about what he/she is reading or is being read to him/her.	This is an important listening skill and thinking task as it helps your child remember ideas and get more information to understand better. Get him/her interested by asking simple questions as your child reads to you: "What will happen if the boat sinks?", or "Why do we need fire drills?" Show him/her some of the beginning question words like how, what, when, who and why.
	Make predictions using picture clues, title, beginning information, and/or prior knowledge. Then see how right he/she was. Use fix-up strategies to help him/her understand better.	This helps your child use what he/she knows to think about what might happen next. As you read together, stop to talk about what has happened in the story and predict the next event. This ability to do this means he/she has paid attention and uses what they know or imagine might occur next. It is not necessary to be correct, but talking about what <i>might</i> happen is a higher-level thinking skill!
	Make inferences and draw conclusions about what he/she reads.	This happens when your child can tell in his/her own words what the story or information is about. Begin with a short story and talk about what you learned, liked, or wondered about. Forming mental pictures in your head may help.
	Identify topic, main ideas, and details and summarize what he/she reads.	This skill is really important at every grade level so it needs to be practiced often. Begin by reading with your child an easy book about weather, families, holidays, or sports. Get him/her to tell you the main idea, and talk about some of the details that help explain it. Then let him/her read another book and tell about the main idea and other ideas. If he/she has trouble doing this, remind them to go back and read it again, and look for clues that help him/her remember.

	Recognize different structures in text such as problem/solution, compare/contrast, sequence of events, and words that signal these. Recognize characters, setting, series of events, and other information when reading fairy tales, information books, and realistic or historical fiction	Point out that most paragraphs in information text are written in one of these forms. Identifying this is important in comprehending, summarizing, and remembering important facts. Words like first, because, both, then help understanding. As a family, reading a variety of good books—your library has a list—will help comprehension and shared enjoyment more than any activity. As you read, make predictions, talk about good/bad characters, whether the story was real or make believe, facts learned, and how you liked it.	
Writing	Think of ideas for writing and who will be the audience.	You Can Help at Home Write notes to your child reminding him/her of things to be done, thanking him/her for tasks, share letters from friends, and show what writing you do at work. Talk about why it is important to think about who will be reading what we write.	
	Select the right words and compose a <i>draft</i> copy.	Help your child write a letter or a report in complete sentences, with correct punctuation. Work together to make it read better, talk about how to improve it, and then make a few changes.	
	Write for different purposes such as stories, letters, and reports.	Point out the difference between these types of writing and tell your child that what he/she can say, they can write. This is important for them to know. Have him/her tell you a story or what they know about a subject studied in school, then write what he/she says together with some editing.	
	Share writing with others, using illustrations if needed, and publish.	This is learned first by sharing with other family and friends. Praise him/her for this work. If he/she is going to share it at school, practice at home so they feel comfortable doing this. Print or write a neat final copy so it can be displayed.	
Fluency	Read grade-level text at about 80 words per minute, with 95-100% accuracy.	Fluency is important because if we read word-byword, we don't understand very well. Ask for a list of words to practice reading with your child first, then let him/her practice them alone, with help if needed. This is an ongoing activity for the year. There are also lists of easy phrases on this grade level that help with fluency and expression. Each column of phrases contains about 75 words which should be read in one minute. (These phrases are on the USOE website.)	
	Read grade-level text fluently and with expression.	Reading in phrases helps your child to do this. Model this as you read to him/her, and then have easy, interesting books for more practice	